

Childminder report

Inspection date: 30 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

A child-centred, play-based approach is at the heart of this childminder's provision, where children progress well in their learning. Children are happy and secure. The nurturing childminder gives high priority to children's well-being and children form strong emotional attachments to her. Children eagerly explore the resources available to them. They are happy and confident and enjoy leading their own learning. They make choices about what they want to play with or do. Children make good progress and gain a secure foundation for their future learning. They become independent and are encouraged to complete tasks for themselves. The childminder makes good use of the local community. Children enjoy time at local parks and walks through the local high street. Children who speak English as an additional language make good progress in their communication and language skills. The childminder learns key words in children's home language. This provides them with confidence and supports their self-esteem.

The childminder finds out from parents about their children's routines, interests and abilities before they start at the setting. She uses this information well, overall, to plan for children's individual settling in and learning. The childminder gets to know children well. She has high expectations for children's behaviour and promotes good manners and clear boundaries. Children behave well.

What does the early years setting do well and what does it need to do better?

- The childminder prioritises children's well-being and explains why this is even more important, due to the impact of the COVID-19 (coronavirus) pandemic. She wants children to feel safe, secure and happy. To achieve this, the childminder creates an environment where the children can feel at home.
- The childminder designs her curriculum effectively, to offer children a wide range of experiences. She is ambitious for children and supports them appropriately, in readiness for starting nursery or school. All children make progress, including those with special educational needs and/or disabilities.
- The childminder's observations and knowledge of children helps her to support them to make good progress, overall, in their learning. She is clear about what she wants children to learn. However, at times, the childminder does not use her observations to develop children's learning as well as she could, to deepen their learning even further.
- The childminder embraces children's unique characteristics and helps them to value themselves as individuals. Young babies' routines are followed, to mirror home routines to support their settling in and well-being. Children learn about what makes them special, through different celebrations unique to them, and show respect towards others.
- Children learn to keep themselves healthy. The childminder encourages good

hygiene practices as part of their daily routines. Children enjoy regular trips to the local park to develop their large muscles. They enjoy climbing on the play equipment. The childminder uses these opportunities for children to meet with friends and develop their social skills. Young babies eagerly reach and grab toys as they play, developing their fine motor skills. Older children enjoy 'kneading bread' as they use play dough to strengthen their small muscles. This prepares children for early writing.

- The childminder interacts well with children as they play. She promotes children's language development effectively, constantly introducing new words and offering explanations to enhance their understanding. Children enjoy lots of singing and listen to the sounds different musical instruments make.
- Partnership with parents is strong. Parents comment that the childminder is passionate and flexible, and their children are happy with her. This gives them 'peace of mind'. The childminder regularly shares information about children's progress and activities. However, she does not share ideas with parents to support children's learning further at home.
- The childminder is keen to improve her own skills. She uses research to enhance her knowledge of the different ways children learn and develop, as well as how to support the development of younger babies. The childminder uses this knowledge to enhance the environment and activities to benefit all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of how to keep children safe from harm. She is alert to the wider potential risks posed to children. The childminder knows how to respond if she has concerns about children's welfare or if an allegation or complaint is made against herself or a family member. She regularly assesses risks in her home and when on visits or outings. The childminder keeps her knowledge up to date. She reviews her policies and procedures regularly, to ensure they are in line with the local authority.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use assessment information even more precisely to broaden and deepen children's learning further
- strengthen ways to further engage parents to be able to support their child's learning at home.

Setting details

Unique reference number	EY553820
Local authority	Greenwich
Inspection number	10174886
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 12
Total number of places	2
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in the London Borough of Royal Greenwich. The childminder operates Monday to Friday from 8am to 6pm, all year round. She offers funding for three-and-four-year old children.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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